DOCUMENT RESUME

ED 333 125 CE 058 072

TITLE	Project PACT (Parent and Child Together). Final Performance Report.
INSTITUTION	Scotland County Memorial Library, Laurinburg, NC.
SPONS AGENCY	Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE	26 Nov 89
CONTRACT	R167A80137
NOTE	55p.; Photographs in news releases will copy marginally.
PUB TYPE	Reports - Evaluative/Feasibility (142)
EDRS PRICE	MF01/PC03 Plus Postage.
DESCRIPTORS	Adult Basic Education; *Adult Literacy; Adult Programs; *Intergenerational Programs; Library Extension; *Literacy Education; Parent Child Relationship; *Parent Education; Picture Books; *Reading Instruction; Story Reading; Student Recruitment
IDENTIFIERS	*Family Literacy; *North Carolina (Scotland County)

ABSTRACT

An intergenerational literacy program designed to help adults learn to read to their children or grandchildren, called PACT (Parent and Child Together), was conducted by the Scotland County (North Carolina) Memorial Library. The project trained two tutors in the storybook method of teaching reading and also gave the essentials of the method to two other volunteers. A public awareness campaign was conducted to recruit students. However, during the year-long project, the amount of time needed for developing public awareness and recruiting students was found to be longer than anticipated. The project was revised so that the project director worked with students at the local literacy council using the storybook approach. Books were provided for the students to take home to read to their children or grandchildren. The 10 students served liked the approach, and some who had not learned to read using phonics read a book for the first time. A computer was purchased and proved popular with students at a low reading level. (Appendixes to the report include a brochure describing the program, which was disseminated to all North Carolina libraries and literacy groups; copies of local newspaper articles about the program; a flier cooperatively produced with local groups; a list of suggested books for an intergenerational literacy project; and examples of some of the types of recruitment used.) (KC)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED333125

FINAL PERFORMANCE REPORT

Project PACT (Parent and Child Together)

SCOTLAND COUNTY
MEMORIAL LIBRARY
P.O. Box 369
Laurinburg, NC 28352

BEST COPY AVAILABLE

CE 058 072

PART I. GENERAL INFORMATION

SCOTLAND COUNTY MEMORIAL LIBRARY
312 West Church Street
P. O. Box 369
Laurinburg, NC 28352

Patricia A. Bush
Literacy Project Coordinator
919-276-0563

Grant Number R167A80137

Grant Amount $17,550
Amount Expended $17,558.43

PART II. NARATIVE REPORT

GOALS AND OBJECTIVES

The original goal of this project was to have the non-reading or low-level reading parent or grandparent of a preschool child come to the library and receive one-on-one literacy tutoring, using the storybook method which was created by the project coordinator. While the parent was learning to read a storybook, the child would be in a storyhour, learning school-readiness skills. At the end of the hour, the parent and child would come together and share the book. The session was to last for six weeks, meeting in the library twice a week for one hour, before the library opened to the public, so that the parent would have privacy. The project was given the accronym PACT, Parent and Child Together.

A training workshop was to be devised by the project coordinator for the adult tutors using the storybook method, and for the storyhour leaders. This was accomplished and used in a workshop

setting at two different times during the project year. A shortened version of the training program was used to instruct tutors at the local literacy council in using the storybook method. Tutors were provided with books to use with the student.

In addition, a computer was to be purchased along with software appropriate for the low-level reader. This was a very successful aspect of the project and served ten students. The most frequently-used software included math and spelling.

Finally, a report was to be written and disseminated to all North Carolina libraries. This has been completed, and reports have been mailed to all North Carolina literacy groups and libraries. (A copy of the report is included in Appendix A.) During the project year, the coordinator met with interested parties from other communities and shared information on how to develop a similar project in their areas.

REVISIONS

Creating public awareness of the project took longer than expected. The project coordinator spent a great amount of time promoting the project in civic groups, churches, county governmental units such as the Health Department and Social Services, and in the local Housing Authority. She also utilized the local newspaper and radio stations to heighten awareness of the project. (See Appendix B.) The project was also promoted through the Chamber of Commerce's literacy committee, and the

coordinator worked closely with thelocal literacy council and community college to identify potential students and tutors. (See Appendix C.)

The original project design of six-week sessions in the library did not develop as had been envisioned. Even after identifying potential students and creating public awareness of the project, the obstacles of limited student motivation and lack of transportation necessitated a change in the project's design. A parent whose children were attending the local Headstart, attended the library setting for a couple weeks as intended, but again, transportation became a problem. Therefore, the target group became local literacy council students who were parents or grandparents. They were introduced to the storybook method by their present tutors. This tactic provided the PACT project with an opportunity to test the effectiveness of the storybook method. It also gave the students a "change of pace" in their tutoring lessons. All of the students enjoyed the books that were used and were given complimentary copies of the books to keep and to read to their children or grandchildren.

Some of the students who had been unable to learn using the phonics method found that the storybook method enabled them to experience immediate success in learning to read a book. Some students who had never read a book before, now enjoyed reading some type of story. (A list of recommended storybooks is included in Appendix D.)

Through the cooperation of the Housing Authority, some of the parents of children attending one of the Youth Centers were given information on the important role they play in reading to their children. The project coordinator tutored the children to improve their reading skills and provided them with books to take home and share with their family members. In some cases, these books were the only ones in the household.

REASONS GOALS & OBJECTIVES NOT MET

Some of the goals and objectives were not met as planned because of the following reasons:

1. Transportation to the library was a problem.
2. The project was in a rural area and it took longer than expected to create public awareness.
3. Student recruitment was difficult, as the usual means of publicizing a program such as flyers, brochures, and news articles, are ineffective with non-readers.
4. The targeted student group (non-reading parents of preschoolers), even after being identified, did not necessarily share the project designers' perception of the project.
5. One year is too short of a period of time to achieve all of the goals and objectives.

CHANGES

Changes made during the project year included the involvement of

present literacy council students who were parents or grandparents. This met with a very positive and receptive response and enabled the coordinator to test the tutoring method and to utilize the students' input in choosing books. Some students also began to come to the library and become more familiar with its resources which they had never done before.

The coordinator also went to satellite literacy council sites and used the method with low-level readers who had no transportation to the library, or who seemed intimidated by a library setting.

After school youth centers were visited with the goal of reaching the children's parents with the message of their importance as reading models for their children, and the options available to them as adults to improve their own reading skills. The project coordinator also read to the children at the centers, gave them books to keep, and found out which books were most enjoyable to them.

A program in one of the local churches, which was held for two and one half weeks, provided school-readiness skills for fifteen children and enabled PACT to provide books for households with limited or no personal libraries.

IMPACT

After a year of promoting public awareness, the project was beginning to make progress in the intended direction. With

additional funding and adjustments made in recruitment, even further success could be achieved toward the original goal of reaching the parent or grandparent and the preschool child in order to break the cycle of illiteracy in the home.

The State Library of Iowa, in compiling a survey of intergenerational literacy programs throughout the U. S., has recognized PACT as a model for intergenerational literacy programs. Components of the PACT project, such as the tutoring method and training workshop, will be able to be utilized by other literacy groups in the near future, upon publication of the Iowa library report by the American Library Association.

OTHER

Storybooks for tutoring purposes were selected using the criteria of very few words to a page, had good-sized print, illustrations appropriate to the text, and simplified language. Some of the books were not suitable for the parent and the child, and others were very successful with both. It was noted that the author Mercer Mayer was popular with all ages and levels of readers. Inexpensive paperback editions were purchased to give to students as a beginning of a personal library.

In addition to the books used in tutoring, resource materials were also purchased for storyhour sessions which offered suggestions for developing and enhancing school-readiness skills for young children. Adult New Readers were also kept on hand

for those students working on computer skills who were already able to read some. A "parenting video" was ordered as a resource to be used in future workshops with tutors.

Tutor training was designed and provided for volunteer tutors with no previous literacy training. Two volunteers were given the complete workshop, and two staff workers with the Health Department were given the essential segments of the workshop, because of time limitations. Experienced literacy tutors were given an abbreviated version of the workshop, focusing on the storybook method segment and were given books to use and to give to their students to keep in the home. Ten to twelve students (including the student support group) enjoyed the storybooks and especially enjoyed reading them again to their children or grandchildren. The student support group had been introduced to the books by the coordinator, and given an opportunity to read them together as a group, and then take them home if so desired.

AGENCIES

Many agencies in the community and county were cooperative in attempting to recruit potential students and in distributing information about the PACT project. These included the local Housing Authority, the Health Department, Social Services, Headstart, the Hospital, local churches, school administrators, local literacy classes, Youth centers, physicians, Parks and Recreation, Driver's License Bureau, the Chamber of Commerce, and others. (See Appendix E for examples used in recruitment.)

EXPENSE TOTALS

CATEGORY	PROPOSED	ACTUAL
Books	$1,000.00	$ 1,602.08
Computer Software	500.00	571.79
Travel (out of town)	1,000.00	875.72
Telephone	2,000.00	631.16
Office Supplies	350.00	438.90
Computer Consultant	1,000.00	840.00
Local travel	500.00	195.74
Workshop supplies	100.00	206.37
Equipment	3,150.00	3,160.83
Printing	150.00	1,235.84
Salaries	7,800.00	7,800.00

A written request to transfer funds from the "Telephone" category to "Printing", was granted. A great amount of awareness was necessary to promote the PACT project in the community; therefore, a greater amount of the budget was used in this area.

The books that were selected were enjoyed by both adults and children. More funds were devoted to the "Book" category so that students could keep copies of the books they had learned to read, and so that the children involved in the project could have the basis of a home library.

The computer was more successful than anticipated, and several students benefitted in this area. Therefore, a variety of software was purchased or designed and used in tutoring the adult to discover the programs most helpful for the low-level adult reader.

APPENDICES TO REPORT

Appendix A

Report which was disseminated to all North Carolina libraries and literacy groups.

Appendix B

Local newspaper clippings used in promoting awareness.

Appendix C

Cooperation with the local literacy council, Chamber of Commerce, and the community college.

Appendix D

Suggested books for PACT project.

Appendix E

Examples of some of the types of recruitment used.

APPENDIX A

An Intergenerational Literacy
Project Report

SCOTLAND COUNTY MEMORIAL LIBRARY
P.O. Box 369
312 West Church Street
(919) 276-0563

A Library Literacy Project
Funded by LSCA Title VI
October 1, 1988 - September 30, 1989

This pamphlet is the result of a year-long literacy project funded by a U.S. Department of Education LSCA Title VI grant.

Through the provision of these funds a parent-child project was tested and the results disseminated to all North Carolina libraries for future information in the area of inter-generational literacy.

Written by:
Patricia Bush, Coordinator
Edited by:
Lois Kilkka, Director, Scotland County Memorial Library
Brenda Lewis, Director, Scotland County Literacy Council

CONTENTS

I. PROJECT TITLE AND DESCRIPTION

II. TRAINING

III. RECRUITMENT

IV. LIBRARY AND LITERACY COUNCIL

V. COMMUNITY COOPERATION

VI. ADULT AWARENESS

VII. METHOD AND BOOKS

VIII. COMPUTER-TUTORING

IX. RECORD-KEEPING

X. IMPLEMENTATION

XI. CONCLUSION

I. PROJECT TITLE AND DESCRIPTION

P A C T - Parent And Child Together
An intergenerational literacy project

The project was based in the public library with space being provided for a coordinator who worked 30 hours per week. Tutoring space was also available in the library before its public hours, giving the tutors and students privacy.

The targeted student group for PACT was the non-reader or the low-level reader who was also a parent or a grandparent of a preschool child. The intent was to teach the adult learner to read a storybook in a "one-on-one" hour-long tutoring session, meeting two times per week for six weeks. At the same time, the preschool child would attend a storyhour, learning school-readiness skills. At the end of the hour the parent and child would come together and share the book the adult had just learned. The book would be given to the parent to take home to read to the child again.

II. TRAINING

The project coordinator prepared a four-hour workshop to train tutors in the method she developed of teaching a storybook to an adult non-reader. Additional objectives

of the workshop were to develop sensitivity in the tutors to the problems of non-readers; to provide statistics and discuss issues in the field of illiteracy, especially pertaining to the preschool child and the parent; and to provide tutor/student role-playing opportunities, using the tutors' newly-developed skills in sensitivity and in using the storybook method. A condensed version of the workshop was also available for tutors with previous literacy training. (The workshop is now available to libraries interested in beginning their own intergenerational projects.)

Additionally, the coordinator provided suggestions for activities and materials for the volunteer organizing the preschoolers' storyhour.

A computer was available for use in the library as part of this project, with instruction provided individually by the coordinator. More information is available in section VIII of this report.

III. RECRUITMENT

Any new project requires a great amount of time and effort in the area of recruitment. The ease or difficulty of recruitment of volunteers and students is likely to vary in different communities. In the county in which PACT was tested,

recruitment was the most challenging aspect of the project, particularly in recruiting the parent. We found that, even once awareness of the project was developed, it still took time to convince non-reading parents of their need to become involved. Often, transportation was a problem, and discouraged the parent from making the effort to participate.

The coordinator used a variety of methods to develop public awareness of the project and to recruit students and tutors: posters, brochures, booklet handouts, bookmarks, radio public service announcements, and speaking to civic organizations and church groups. However, the most effective method of recruitment was "word of mouth".

Additionally, as the project progressed, some of its successes were featured in the local newspaper and shared with the community. A picture and an article in the newspaper were good attention-getters and this helped considerably to spread the awareness of PACT's purpose and services.

IV. LIBRARY AND LITERACY COUNCIL

One of the biggest assets during the project was the cooperation of the local literacy council. The council's student support group was an

opportune place to begin testing the storybook method, sharing the chosen books with new adult readers for their comments and reactions. Even though children's books were used, the adult students derived a great deal of enjoyment from learning to read them. In essence, it didn't matter what they read, as long as they were reading. Some students had never experienced reading a book to anyone, and being able to do so after a short tutoring session gave the students great satisfaction. The students were allowed to keep the inexpensive paperback books and take them home to read to a child.

In one instance, an adult learner in a rural Adult Basic Education class was given the opportunity to learn a storybook using this method. After an hour of private one-on-one tutoring, the student returned to the classroom and shared her accomplishment by reading the book she had just learned, to the entire class.

Several literacy council tutors agreed to try the storybook method with some of their students for a "change of pace" from the usual phonics approach. Whenever the regular literacy lesson seemed to become dull, it was a good time to "read a book together". One student who had been unable to learn by using the phonics method was able to learn to read two storybooks in this manner.

V. COMMUNITY COOPERATION

Several agencies and organizations were very helpful and cooperative in promoting the PACT project. These included the Health Department, Social Services, Housing Authority, Mental Health, Parks and Recreation, Headstart programs, day care centers the local hospital, driver's license bureau, many churches, the school system, physicians' clinics, the local literacy council, and others. Because of their cooperation, the project information could be distributed to potential students/parents to help them become aware of the free classes for parent and child.

It was especially helpful to make contact with one person within each agency or organization who could help identify and reach parents who might benefit from the program. That one contact person was usually more effective in convincing potential students to seek the available opportunities than the unfamiliar coordinator or a generalized announcement would have been.

One example of this effectiveness was the involvement of one of the local churches. Through the efforts of the pastor and one of his parishioners, fifteen children met for one and one half hours every day for two and one half weeks prior to school resuming in the fall. The children enjoyed reading several books and were therefore better prepared to start school.

VI. ADULT AWARENESS

Values and priorities are different for everyone, but creating an awareness of how important it is to read to children while they are young, may help parents to realize some of those priorities in a beneficial way. The success of an intergenerational literacy project depends heavily upon the adult learner's recognition of the need and responsibility to model reading behavior.

Parents need to know that they are their children's first and most important teachers. From the time children are able to be held and focus on pages of a book, they need to be read to. Some adults feel children will learn all they need to know in school, but this is a harmful fallacy. Many children begin school at a disadvantage because they do not know the letters of the alphabet, how to write their names, or do not know their sounds, shapes, colors, numbers, and other important concepts.

Many parents today are single and/or working parents with little extra time to spend with their children. There are many things a parent can do with a small child before starting school, but one of the most important is reading with the child. Reading gives the parent something of great value to share. A parent who does not read will most likely reproduce the non-reading cycle in

the child, or at least diminish reading's importance in the child's eyes. Conversely, a child tends to be an imitator of a reading parent.

One of the purposes of PACT was to stress to non-reading parents and the community as a whole, that, by learning to read, parents were not only benefitting themselves, but their young children as well.

VII. METHOD AND BOOKS

The teaching method used in PACT was designed by the coordinator with assistance from a literacy council student. The student input was valuable for providing a former non-reader's perspective on the difficulty of the material, its enjoyability, and its potential for providing an immediate successful experience in reading for the adult learner.

Books with interesting pictures and simplified vocabulary were selected for various levels of readers. Some books tended to lend themselves to greater expressiveness in oral reading, and these were useful in showing the students how to read with emphasis on certain words. The coordinator learned which books were the most favored by the students. Paperback editions of the titles

were then purchased which the adult learners could keep for reading at home, in recognition of the importance of beginning a home library for the preschooler.

It was important that the parents begin with a storybook that would build confidence as readers, and move on to more challenging books at subsequent sessions. It was also important that the adult learners should feel confident about reading to a child without fear of criticism or correction. Reading to a young preschool child minimized the risks of criticism.

Also, to build a very beginning reader's confidence, the coordinator found it helpful to use language experience during the first session, and have the parent tell the tutor a story about his or her child. This technique is described in detail during the training workshop.

Some of the books that were enjoyed most often by both the parents and the children, and were available as reasonably priced paperbacks, are listed below:

All By Myself, Mercer Mayer
Just For You, Mercer Mayer
The Teeny Tiny Woman, Jane O'Connor
Just A Mess, Mercer Mayer
Old Hat, New Hat, Berenstains
Sometimes I'm Afraid, Jane Watson
The Counting Book, Cindy Szekeres
The Three Bears, Galdone

Some of these titles were available with a cassette tape, and were good also, for both the parent and the child.

VIII. COMPUTER-TUTORING

The purchase of a computer and software was also a part of this project. Because of limited funds, the intelligibility of the operating manual for the computer, and the need for a quality printer, a VENDEX computer and OKIDATA 390 printer were purchased. The computer was IBM compatible and therefore served the needs of the project very well.

The students (and the tutors) were hesitant to use the computer and needed reassurance that someone would be there to assist them, at least until they felt comfortable enough to try it alone (with the coordinator at hand for any questions or problems that might arise.) Nine adults were tutored in the use of a variety of software packages which included phonics, typing, spelling, contractions, root words, math and definitions. These proved to be helpful in the area of reinforcement, moreso than to a beginning reader. Each student enjoyed the use of the computer, with some coming on a regular basis. It gave all of the students confidence in a new area of learning and they each felt it was personally beneficial.

IX. RECORD-KEEPING

Records were kept of volunteer hours spent tutoring, the books that were used, books liked or disliked, the number of students who participated, the number of children involved, software most used, complete expense reports, and comments by those who participated in the project.

X. IMPLEMENTATION

To implement this project in your library, it will be most successful with a coordinator (salaried or a volunteer) who is committed to the project. It may be possible to have the library director or a staff person or even the literacy council director fill this position, but normally those persons already have a full schedule.

Begin with one parent and child, possibly a present literacy council student who has a preschooler or a grandchild. Once someone begins to experience success, word of mouth plus your local promotion of the success, will be beneficial to your project.

With little or no funds, books from the library can be used. However, be selective. Choose books with few words to a page and pictures to go with the words. Simple stories can be written and put together in booklet form for taking home.

Training workshop information will be available for those that are interested in replicating this project and using the storybook method.

Have the library staff fully informed of the problems of illiteracy. A literacy workshop would be beneficial, especially in the area of sensitivity. Then all members of the staff will have a better understanding and be better prepared to help and inform anyone who may be calling for information in this area.

Whenever possible, organize meetings or classes with the parents/students in their own familiar environment. There is less intimidation and fewer problems concerning transportation.

Keep the awareness in the community of your project and continue to recruit through agencies and organizations, as was mentioned earlier in this report. Using a video in waiting rooms when possible, or using a church or a youth center in the targeted community is a very good possibility.

XI. CONCLUSION

A new idea takes time! Recruitment takes time! Patience, determination, and support from others is crucial.

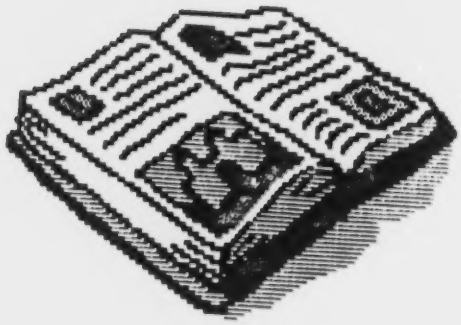
After a year of promoting awareness and establishing contacts, the PACT project was finally beginning to show signs of growth and progress. The outcome of the project was not as it had hoped it would be where the ideal situation was to take place in the library and serve six parents and their preschoolers in six week segments. However, as mentioned in the report, several positive results did occur and several adults and children benefitted from the project.

If we are to break the cycle of non-readers in the home, we must begin with the child as early as possible. We must create an awareness in the parents of the importance of holding their very young child and talking and reading to them. If parents see that their preschoolers are not learning, they must recognize the need to ask for help for their children or themselves. Once the child is in school and begins to fall behind, the pattern tends to continue until frustration leads to the possibility of his dropping out of school. Reaching the parent and the preschool child before this begins to happen, could help to cut down on the dropout rate.

Tutors should be aware of the student's goals; reading to a child or a grandchild is one of the three

reasons usually given for wanting to learn to read in the first place. Whatever method is being used with any student, a tutor could easily substitute the storybook method for one of the sessions. The literacy students all enjoyed reading a storybook for a change of pace.

A library needs to be a vital part of the community. A library also needs to be providing services to many segments of the community. Through a project such as PACT, the library can take an active part in teaching adults to read while helping prepare preschoolers for a successful academic experience through storyhour and by helping parents provide a reading role model.



Share in the rewards of teaching a parent to read to a child!!!

ACKNOWLEDGEMENTS

Linda Yarnell; PACT Logo

Peggy McLaurin; "Method" Assistant

Scotland County Literacy Council

Volunteers, Tutors, Students

Community Support

Note: Further information concerning PACT is available by contacting the Scotland County Memorial Library.

Program Promotes Reading

By JANET HUNTER

There is nothing quite so cozy as snuggling a sleepy preschooler in one's lap to read a bedtime story.

Now, thanks to a grant from the Federal Department of Education to be given to the Scotland County Memorial Library, more parents and their children will be able to experience the closeness that a good book can bring.

The Department of Education offers library literacy grants for programs that are designed to promote literacy. Scotland County Memorial Library director Lois Kilkka and Scotland County Literacy Council director Brenda Lewis jointly designed a program that was awarded a grant of $17,550.

The project, beginning in October of this year, will combine adult education for parents with reading readiness for children. Parents who are non- or low- level readers and their preschoolers will participate in the program.

While the adult students work individually with trained tutors for one hour in the library, the children will

(Continued On Page 3A)

Program (Continued From Page 1A)

participate in a volunteer-led story hour. At the end of the session, the parents and children will sit down together while the parents read to the children the book they have just learned to read.

In Scotland County, with its 31% illiterate population, many preschoolers have not received the school readiness skills they need. The proposed program will provide these children with socialization opportunities, listening skill development, story and craft activities, and a familiarity with the library.

Parents will be able to share reading time with their children and will learn to feel at home in the library, how to select books, and to become familiar with children's books and the Adult New Reaader materials in the library.

Adults will gain the added benefit of computer literacy as well, since some computer softwaare will be designed as part of the teaching method in this project.

Kilkka was pleased with the way the library and the literacy council combined efforts to make the project a reality. "We could not have this", she said, "without the help of Brenda Lewis. Her input was really valuable. She will work with me in overseeing the project."

Lewis, likewise, was "very excited about the library and literacy council working together on this project."

Endorsements from U.S. Senator Terry Sanford and Congressmen Bill Hefner and David Price helped in the effort to secure the grant, as did statements of support from the Laurinburg/Scotland County Area Chamber of Commerce and from Anne Tindall, executive director of the North Carolina Literacy Associaation. Tindall praised the program, saying "It is targeting the basic root of illiteracy, parent and child."

Participating parents and children will not be the only beneficiaries of the project. Volunteers will receive training in various methods of teaching adults to read, the library and the literacy council will gain valuable, well-trained volunteers, the library will be able to serve a segment of the population that it previously could not reach, and the literacy council, according to Lewis, will have "a chance to reach more people in Scotland County and reach them at an earlier age."

The chamber of commerce will be able to realize the goal of its literacy committee: to promote literacy for people of all ages in Scotland County.

The project will be designed to be replicated in smaller rural libraries or in urban areas using volunteers and existing library resources.

Each program will last six weeks, meeting twice a week. The adults will be pre- and post-tested by trained volunteers.

e

Readers Review

Little Critter Books

By MERCER MAYER
Reviewed By Pat Bush

A critter book? Yes, a delightful and amusing little critter who encounters all kinds of problems.

For instance, in one book entitled, **Just Me And My Littler Sister**, the little critter has to entertain his sister at the park. She wants to "try" everything and as a result gets him into several predicaments, but because she had such a good time, his mother says he can take her again the next day.

I Was So Mad, finds the critter wanting to do such things as keep frogs in the bathtub, or play hide and seek in the clean sheets hanging on the clothesline. For some reason Mom won't let him. The obvious result is the comment, "I was so mad."

All By Myself is a comical display of little critter trying to do the everyday things such as brushing his teeth and of course making a mess of the toothpaste all over the bathroom.

Having become involved in a special literacy project at the Library the past few months called PARENT AND CHILD TOGETHER, I have previewed several children's books. My intent was to find books that were comical and entertaining for children as well as useful in teaching parents who do not read, or read at a low-level, to share with their children. Mercer Mayer seemed to be the answer.

I have recently shared several of the Mercer Mayer critter books with the adult literacy support group from the Scotland County Literacy Office. I have found that even as adults, there is enjoyment to be received from reading a child's book.

If we as adults find them humorous and entertaining, certainly a child will enjoy them also.

APPENDIX B

THE LAURINBURG EXCHANGE

Phone 276-2311

Dot Col
Editor

Young Readers

BEST COPY AVAILABLE

A group of youths have met for the past two and a half weeks at Galilee United Methodist Church for the Literacy Project sponsored by the Scotland County Memorial Library. They were led by Mrs. Pat Bush, Mrs. Myrtle Carter and the Rev. Jimmy Cummings, pastor.

Library Literacy Program Successful For Local Youths

"Parent And Child Together," an intergenerational literacy project sponsored by the Scotland County Memorial Library, has created a learning experience for a group of Laurinburg children.

Through the efforts of Myrtle Carter, (PACT tutor), and the Rev. Jimmy E. Cummings, pastor of Galilee United Methodist Church, time and space was provided so that a daily class could take place for the past two and one half weeks.

Mrs. Carter has helped to better prepare the children to go back to school by reading storybooks used in PACT with additional review of colors, shapes, the letters of the alphabet and their sounds, etc.

Pat Bush, literacy coordinator of the PACT project, has been pleased with the response and enthusiasm from Galilee Church. Other potential groups in the area are beginning to show an interest in participating in the project.

"It is crucial that we break the cycle of illiteracy by reaching the preschool child and provide this type of service to the parent or grandparent who would like to receive one-on-one tutoring with storybooks," Mrs. Bush said.

All of the LSCA Title VI awards have not been given at this time, but if funding is not continued for the '89-'90 year, the project will have to attempt to find other funding or go to a volunteer situation, she noted.

Children participating in the project were: James McCall, Levon Allen, Lydia Brown, Johnny Brown, Jason Yearwood, Nicole Palmer, Tiffany Monroe, Brandon Rainer, Sherrod Monroe, Sameul Leak, Skylar Stewart, Persephone Stewart, Maurice Harrington, Glen Harrington, Tony Harrington and Jacque Stewart.

Several adult students have taken

(Continued On Page 8B)

Library

(Continued From Page 1B)

advantage of the computer available through this project, at the library. Anyone interested in any of these areas of PACT may call Pat Bush at the library, 276-0563.

BEST COPY AVAILABLE

THE LAURINBURG EXCHANGE

Phone 276-2311

Dot Coble
Editor

Life Times

Section B
Page 1B.
Friday, June 16, 1989

APPENDIX B

Library's Project PACT Reaching Readers Early

By DOT N. COBLE

Through a project called "PACT"—Parent And Child Together, the Scotland County Memorial Library is seeking to reach children at an early age in hopes of breaking the cycle of illiteracy. Coordinator Pat Bush said PACT is designed to teach better reading skills to adults who are parents of young children. Through the project, a class has been established at the Oak Hill Community Center where 13 adults are participating in the study of reading skills.

The class is taught by Pat Long, a teacher with the Scotland County Literacy Council. Classes are provided through Richmond Community College. Members of the class are those adults who cannot read or those who read at a low level. The class meets twice weekly.

"Parents need to read to their preschool children before they reach school age," Mrs. Bush stressed. If a child learns to enjoy reading at an early age, he will be more apt to remain in school rather than become a drop-out, she added.

"Some parents think their children will receive all they need to know about reading as students in the public classroom, but they need to know that the time spent with them prior to school is so important to their success in school and in later life."

Giving an example of the program's success, Mrs. Bush referred to one member of the Oak Hill class. Mrs. Bush noted that Kathleen Rowell, 51, could not read at all when she first started the program.

"She enjoys the one-on-one attention she gets in the Oak Hill classroom situation. You can almost see the pride, the self-worth and the thrill she feels when she sits down to read a book to the class.

"She is proof that by looking at a storybook and relating the sentences to pictures, one can learn to read a book." Mrs. Rowell's favorite books are "Old Hat, New Hat" and "Counting

(Continued On Page 13B)

Reading

Kathleen Rowell (right), 51, with Pat Bush, is upgrading her reading skills through the Scotland County Memorial Library's PACT (Parents And Children Together) program.

Library's Project (Continued From Page 1B)

Book." These adults are encouraged to take these books home and read them to their children, or grandchildren. Books are provided through the library.

"We have had very rewarding results from the program," Mrs. Bush said.

Others who wish to participate in similar classes or those who know of someone who would benefit from the program may contact Mrs. Bush at the library.

Arrangements will be made for classes to be held at the convenience of the prospective participant and/or on a one-on-one confidential basis, she noted.

There is no charge to participate. The program is being sponsoring for one year, through September, by the Library Services and Construction Act Title VI funds.

The $17,550 allocated for PACT includes Mrs. Bush's salary and a computer with a program designed especially for the low-level reader.

Tutors as well as students are needed to carry on the program, it was noted. Mrs. Bush may be reached by calling 276-0563.

BEST COPY AVAILABLE

HELP ME OUT!

"I'M READY TO LEARN!"

"I NEED TUTORS!"

VOLUNTEER!

THE SCOTLAND LITERACY COUNCIL is a program of recruiting and training for volunteers to teach Scotland County adults the basic reading and writing skills they need to function in society. VOLUNTEER TUTORS ARE DESPERATELY NEEDED. Call Brenda Lewis at 276-7007.

PARENT AND CHILD TOGETHER PACT, sponsored by the Scotland County Library, is a project offering FREE one-on-one tutoring for parents or grandparents to learn to read a story book to a preschool child. Volunteers and storytellers are needed for a short-term commitment. Share in the rewards of seeing a parent read to a child for the first time. Call Pat Bush, 276-0563.

"I NEED PARENTS WITH YOUNG CHILDREN!"

"I NEED STUDENTS!"

RICHMOND COMMUNITY COLLEGE provide the opportunity for adults to im prove their MATH and READING skill ...to finish school through thei Adult High School Program...or ob tain their GED. For information o the class time and location that i best for you, call Mary Lou Dunsfor at 276-4619 or 276-3331.

APPENDIX C

BEST COPY AVAILABLE

APPENDIX D

SUGGESTED BOOK LIST

Suggested books are listed below that were found to be most useful with the PARENT AND CHILD TOGETHER project, with the easier books listed first.

THE FRAGGLES COUNTING BOOK	Larry DiFiori
*COUNTING BOOK 1 tØ 1Ø	Cyndy Szekeres
THE FRAGGLES ALPHABET PIE	Larry DiFiori
ANIMAL SOUNDS	Aurelius Battaglis
*OLD HAT NEW HAT	Stan & Jan Berenstain
HOP ON POP	Dr. Seuss
MOTHER GOOSE RHYMES	
*THE TEENY TINY WOMAN	Jane O'Connor
A FIRST BOOK OF DO'S & DON'TS	A. J. Wood
*ALL BY MYSELF	Mercer Mayer
*JUST FOR YOU	Mercer Mayer
JUST A MESS	Mercer Mayer
JUST GRANDMA AND ME	Mercer Mayer
JUST GRANDPA AND ME	Mercer Mayer
*I WAS SO MAD	Mercer Mayer
GOODNIGHT MOON	Brown
THE SHAPE OF ME	Dr. Seuss
GO, DOG, GO!	P. D. Eastman
I'LL TEACH MY DOG 1ØØ WORDS	Michael Frith
WHHERE THE WILD THINGS ARE	Maurice Sendak
THE LITTLE ENGINE THAT COULD	Watty Piper

*The books noted by the asterisk were enjoyed the most and are available in paperback and reasonably priced. Mercer Mayer was the most popular author.

Books suggested were chosen by the PACT project coordinator.

PACT/pb-Insert

APPENDIX E

Ahead Lines

If you want your organization's activities published in this column, call the information in to 276-2311 or mail it to The Laurinburg Exchange, P. O. Box 459, Laurinburg, N. C., 28352. Items must be in by noon on the day before expected publication. Events will be published up to two weeks in advance.

Today, January 13

NAACP INSTALLATION BANQUET — Scotland County Branch of NAACP extends will have an installation banquet to be held at I. Ellis Johnson Middle School on Friday, Jan. 13, at 7:30 p.m. Tickets are on sale and my be purchased from members.

PTA ADVISORY LUNCHEON — The Covington Street School PTA advisory group luncheon meeting will be held Friday, Jan. 13, from noon until 1 p.m. in the school media center. To confirm attendance at the luncheon, call 276-3460. The event is open to any PTA member.

Saturday, January 14

WOMEN'S AGLOW — Laurinburg Women's Aglow Fellowship will meet on Saturday, Jan. 14, at the Holiday Inn. Breakfast will be served at 9 a.m. and the fellowship meeting will begin at 9:30 a.m. Peggy Wilson of Wilson will be the speaker. Call 276-5332 or 276-7602 for breakfast reservations and 276-2860 for nursery arrangements.

Saturday, January 14

VETERANS MEETING—The Scotland County Veterans Council will meet Saturday, Jan. 14, at 8 a.m. at the bus terminal.

Sunday, January 15

KING COMMEMORATION — A worship service for the entire community, sponsored by the Scotland County Ministerial Association, to commemorate the birthday of Martin Luther King Jr., will be held Sunday at 4 p.m. at the Galilee United Methodist Church, located at 900 McGirts Bridge Road. Father Timothy Kimbrough, rector at St. David's Episcopal Church, will deliver the message, and other area ministers and choirs will participate in the service.

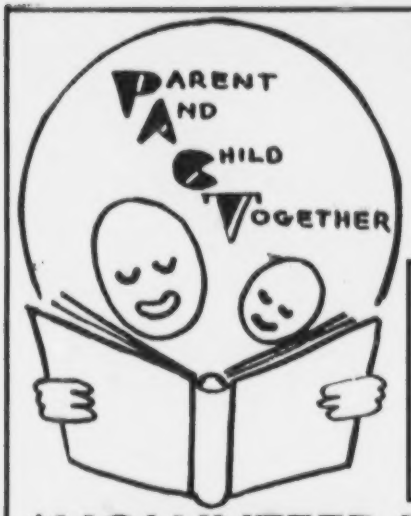
SINGING BOYS CONCERT — The Singing Boys of Pennsylvania will present a concert on Sunday, Jan. 15, at 7 p.m. at the Laurinburg Presbyterian Church. The event is sponsored by the Scotland Arts Council and the Laurinburg Presbyterian Church.

Monday, January 16

LITERACY WORKSHOPS — Volunteer tutors and storytellers are needed for a six-week literacy project sponsored by the Scotland County Memorial Library. Name of the project is Parent & Child Together. Workshop days are Monday, Jan. 16, and Thursday, Jan. 19, from 9 until 11 a.m. For more information, call Pat Bush, 276-0563.

MARTIN LUTHER KING, JR. FUNDRAISER — A joint celebration of the Martin Luther King Jr. holiday will feature a fundraiser on Monday, Jan. 16, at the [illegible]

Frie



Make A PACT with your child

Share In The Rewards Of Teaching A Parent To Read To A Child!!

*VOLUNTEER TUTORS & *STORYTELLERS

NEEDED: For A 6 Week Literacy Project

SPONSORED BY: Scotland County Library

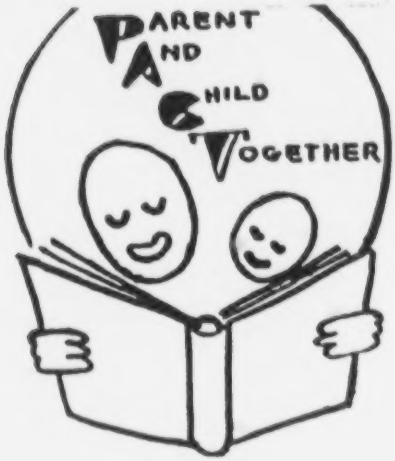
PROJECT: Parent And Child Together

WORKSHOP: January 16 & 19, 9-11:30 am

CALL: Pat Bush 276-0563

MY BOOKMARK

APPENDIX E



If you love me,
read me a story.

FREE

Books
Classes
Tutoring

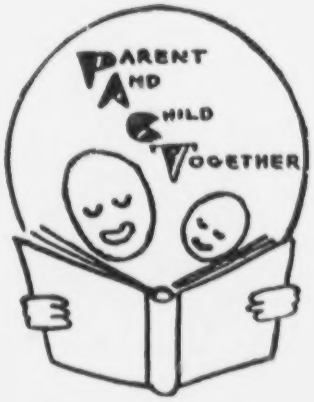
Call **Pat Bush** at
276-0563
and we can learn
to read together.

Sponsored by:

SCOTLAND COUNTY
LIBRARY
312 W. Church Street
Laurinburg, NC 28352

APPENDIX E

PROJECT PACT



Sponsored by:

SCOTLAND COUNTY
LIBRARY
312 W. Church Street
Laurinburg, NC 28352

ALL ABOUT ME

APPENDIX E

BEST COPY AVAILABLE

"All About Me."

"My name is _____."

"I was born on _____."

"I weigh _____lbs. and _____ounces."

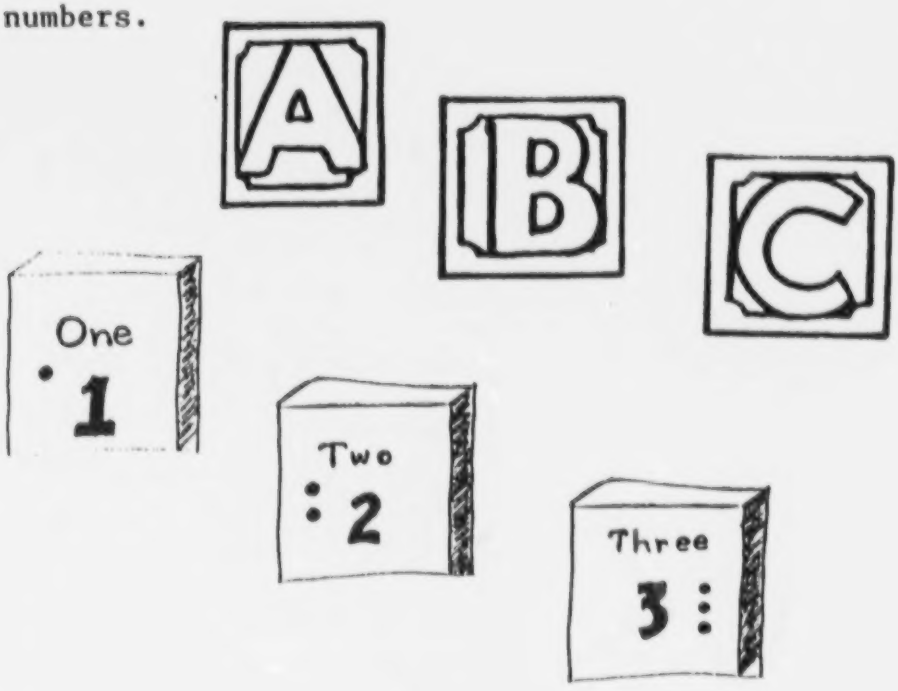
"I live at _____."

"The color of my eyes are _____."

"The color of my hair is _____."

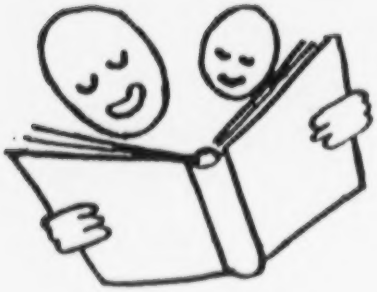
"I have _____ brothers and _____ sisters."

"When I grow up, I will learn my A, B, C's and my numbers.



"My mother or father will read books to me."

"I will love them for reading to me."



Call Pat Bush at 276-0563 and learn to read a storybook to your child.

Books, classes and tutoring are offered

FREE

Sponsored by: Scotland County Memorial Library
312 West Church Street
Laurinburg, NC 28352

APPENDIX E

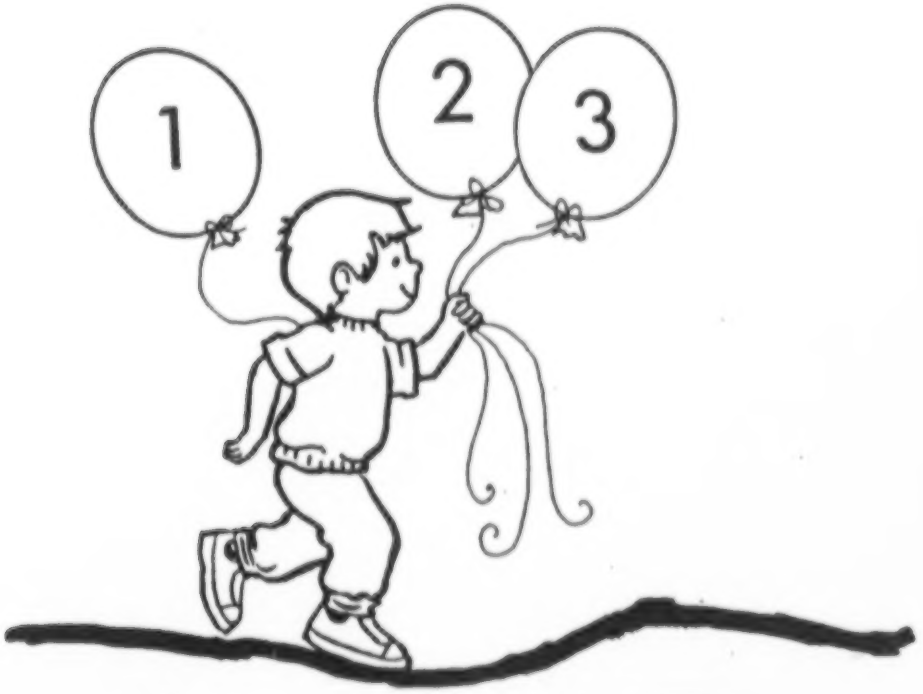
ABC 1-2-3

Call 276-0563

THIS BOOKLET BELONGS TO

_____

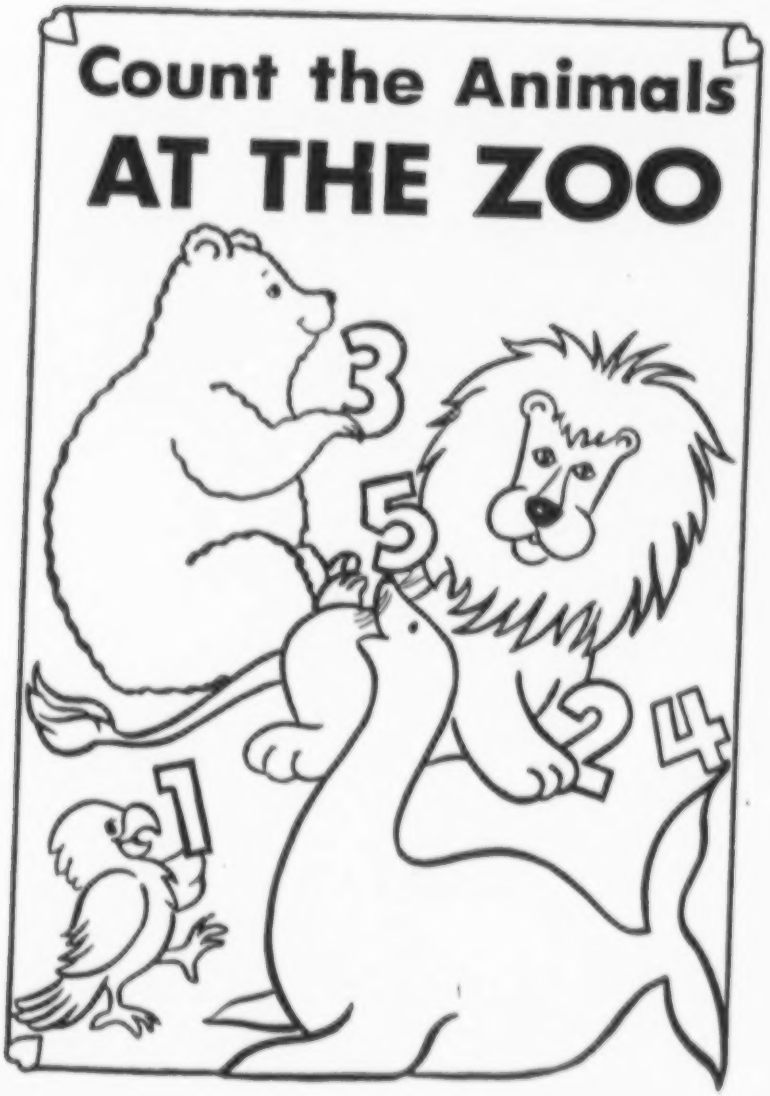
Name



one 1

2 two

3 three


Count the Animals
AT THE ZOO
3
5
1
2
4

FREE

BOOKS

CLASSES

TUTORING

Call Pat Bush at 276-0563
and we can read together.